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The population dealt with in this report comprises educationally disadvantaged people 18 years of age or over, who have not completed eight years of formal schooling. These fall in the following categories: illiterate, semi-illiterate, unemployed, and underemployed. The summary of the work done by the Department of Adult Education of Florida State University (July 1, 1967 - June 1, 1968) reflects the theoretical principles set out in The Adult Basic Education Curriculum and its Development, published by the same institution. Consequently, the emphasis is on literacy training as well as preparation of the individual for playing his many roles (parent, consumer, worker, citizen), in adult life. In this process, the training institute concentrated on the development of awareness of, and sensitivity toward, undereducated adults; development of individual kits by teachers; and attention to problems such as recruiting, retention, testing, evaluation, curriculum, and development. (An extensive bibliography for directed individual study in adult basic education is included.) (nl)

ADULT BASIC EDUCATION
A SUMMARY OF ACTIVITIES
JULY 1, 1967 - JUNE 1, 1968

Department of Adult Education
College of Education
Florida State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ADULT BASIC EDUCATION

A SUMMARY OF ACTIVITIES

JULY 1, 1967 - JUNE 1, 1968

Department of Adult Education

College of Education

Florida State University

By

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Region IV
(July 1, 1967-June 1, 1968)

Tallahassee, July 6, 1968

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INTRODUCTION

The social and economic problems related to the large numbers of disadvantaged adults continue to accelerate as do the scope and pace of activities designed to eliminate the culture of poverty within our society.

The problem, however, is massive and the magnitude of the effort required to provide the disadvantaged an adequate education is only beginning to be apparent to many American citizens.

For purposes of this report the educationally disadvantaged population is defined as those people 18 years of age or over who have not completed 8 years of formal schooling. In 1960, the year of the last census, there were 24 million people in this group which constituted the bulk of the participants in welfare programs.[1]

The tremendous changes in our society, and in particular the immense developments in technology, have left many individuals technically untrained and psychologically unprepared to work effectively in a highly industrialized environment. Such individuals are often illiterate, semi-literate, unemployed or underemployed. Their value orientations often differ substantially from those of the more affluent. Their numbers are likely to greatly increase unless our social system finds a means of remaining in the race with a rapidly advancing technology.

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[1] Solution of the Functionally Illiterate Problem, published by Management Technology, Inc. for the U.S.O.E., March, 1968.

Increasingly, the American people have focused upon education as an element which must play a major role in relieving the social tensions which now exist. One of the first steps in preparing the disadvantaged adult for his role as a useful citizen is the achievement of literacy - the ability to read, write, compute and communicate to a degree which will enable each to move into the main stream of American culture as contributing members of a free and democratic society.

Among the goals of adult basic education, in addition to literacy training, are the preparation of the individual for vocational training leading to gainful employment, the development of improved competencies in the role of parent, consumer, worker, and citizen, and the abilities to make effective use of community resources.

The purpose of this report is to provide a summary of activities related to Adult Basic Education (ABE) which occurred at Florida State University during the period July 1, 1967, to June 1, 1968.

I. THE PREPARATION OF EDUCATIONAL LEADERS FOR ABE

A. The Southeast Regional ABE Teacher Training Institute, 1967.

Florida State University was one of 18 universities selected to conduct an ABE training institute during the summer of 1967. Its purpose was to provide the kind of experiences which would help each participant develop an awareness of and a sensitivity toward undereducated adults, and to acquire the skills necessary for each to become more competent as teacher trainers and teachers in adult basic education programs.

The institute covered a period of three weeks, July 10-28, and 3 semester credit hours were awarded to the 96 participants who successfully completed the program.

Generalizations concerning the psychology of adult learning were developed and wedded to the psychology of the disadvantaged adult. Methods, techniques and materials useful in adult basic education learning situations, particularly those which would lend themselves toward the individualization of instruction were stressed.

These experiences were reinforced by emphasis on and practice in the basic skills necessary in teaching reading, writing, arithmetic and effective communication. The program provided opportunities for each participant to identify his own level of skill and sophistication and to achieve individual growth in these areas.

Emphasis was placed also on actual practice in the development of individual teacher kits using a wide variety of materials. In addition, the Institute provided a familiarity with many hardware and software materials now being commercially produced. Criteria for evaluation, selection and use of these materials were stressed. Knowledge of a wide range of free materials available for use in teaching the disadvantaged were also provided.

Additional problems in ABE such as recruiting, retention, testing, evaluation, curriculum and development of study skills were analyzed for practicable solutions. In addition, new developments in educational technology, group dynamics, guidance and counseling, environmental health measures, community relations, democracy and citizenship were examined in terms of improved ABE teacher effectiveness. [For details see The ABE Curriculum and Its Development, I. R. Jahns and H. G. Brady (editors)].

B. Colloquium Meetings

Dr. Robert Pitchell, Executive Director of the National University Extension Association spoke on "A National View of ABE" at an Adult Education Colloquium meeting in July, 1967.

Later, the Adult Education Club consisting of all faculty members in the Department, approximately 40 on-campus graduate students and other interested personnel chose Adult Basic Education as the subject for five 1967 Fall Quarter Colloquium meetings.

The programs consisted of the following:

1) "Introduction to ABE"

2) "The Whys and Wherefores of Programs for the Disadvantaged"

3) "The Community as the Setting for Adult Basic Education"

4) "Counseling the Disadvantaged Adult"

5) "Who Makes the Best ABE Teachers?"

Resource personnel from the Office of Economic Opportunity, the Migrant Section of the Florida State Department of Education, and Industrial and Vocational Training directors participated with University personnel in the program.

Dr. Cecil Yarbrough, United States Office of Education Regional Coordinator for Adult Programs, spoke on "Problems in ABE" at one of the Spring Colloquium meetings and Dr. Derek Nunney, United States Office of Education Director of Adult Basic Education Programs, was scheduled as guest speaker on May 23, 1968, but was unable to attend.

The Regional Coordinator, Dr. Yarbrough, also attended a joint conference of the Florida State Department personnel and the Florida State University faculty to discuss ABE problems and issues in Region IV in March, 1968.

The above meetings stimulated considerable interest in ABE and provided for a useful exchange of ideas on many pressing issues.

C. Directed Individual Study (D.I.S.) in ABE

Due to increasing interest, a Directed Individual Study in Adult Basic Education was offered during Quarter III of the 1967-68 academic year. Nine graduate students participated in this study which required extensive readings in 15 subject areas as follow:

1) The Disadvantaged
2) Laws
3) ABE Materials
4) Proceedings from ABE Institutes
5) Methods and Techniques in ABE
6) Administration of ABE Programs
7) The ABE Curriculum
8) Psychological-Sociological Factors
9) Adult Learning Theory
10) Teaching Reading in ABE
11) Evaluating the ABE Program
12) Testing
13) State and Local Resources
14) Philosophy and Social Purpose
15) Educational Technology.

Periodic group meetings for oral reports and discussion of current developments in ABE were held.

Due to the wide range of ABE experiences among the participants, the course was designed to allow each individual to explore in depth any areas of special interest to him and to provide analyses of many current issues and problems unique to ABE.

A complete bibliography developed for the course by R. J. Metcalf is attached as Appendix A.

D. Proposals

Two proposals designed to relieve to some degree, the acute shortage of well trained teachers of adults and to develop more

highly qualified professional leaders in adult education, were recently submitted by the Department of Adult and Continuing Education to the U. S. Office of Education for approval.

1) Teacher-Training Project

Through a systems approach this project is designed to provide on a year-round basis, the highest quality program possible to teacher-trainers and master teachers who have continuing responsibilities for developing the educational and professional competence of ABE teachers and teacher aides throughout the Region. The program designed for the aforementioned leadership group provides for an intensive three-week residential teacher-training institute on the campus of Florida State University, followed by post-institute learning experiences in the field, continuing contact and technical assistance provided by a highly qualified staff of specialists in ABE, a mid-year practicum-workshop in the states to provide for continuity of teacher development and the opportunity for teachers to examine in depth their specific needs and problems, and an on-going program of informational input. Information will be disseminated to the field via small group seminars, exchange of video tapes and personal correspondence, self-instructional ABE teacher development kits, and newsletters through which the results of current research, pilot projects and innovative practices are translated for the fullest practical application possible in the field.

In addition to the extensive and intensive program for teacher-trainers and master-teachers described above, the

continuing program of field-services, technical assistance to local groups and series of state-wide workshops provide a means for directly reaching many of the large number of ABE teachers throughout the Region.

It is anticipated that much of what will be accomplished throughout the project will have national as well as regional application. Consequently, arrangements have been provided to make such knowledge and information available nationally through the media of the ERIC clearinghouses, the ABE clearinghouse of the National Association for Public School Adult Education, selected professional journals, newsletters of professional societies, the State Directors of Adult Education, University Staff Specialists in Adult Basic Education, The Commission of Professors of Adult Education, and through national and regional conferences which are concerned with adult basic education.

2) <u>Experimental, Off-Campus, Master of Science Degree Program in Adult Education</u>

The need for additional educational programs for disadvantaged adults is particularly acute in the Miami, Florida metropolitan area which has had to absorb large numbers of refugees from Cuba. This program is designed to meet these and other needs for highly trained adult teachers in this area.

The program goals are:

(a) To produce qualified teachers of adults for Public School adult education programs, junior college evening programs, adult vocational-technical school programs and ABE programs in Dade County, Florida.

(b) To determine the effectiveness of a highly self-directed, problem centered instructional approach which could subsequently be used more extensively to satisfy similar teacher training needs in other parts of Florida and the nation.

The project will have a duration of two and one-half years (starting 1/1/69 and ending 6/30/71). The first three months of the project will be devoted to developing instruments, recruiting and selecting students, making detailed local arrangements, and orienting personnel. This preparatory stage will be followed by two years (8 quarters) of academic programming which will, in turn, be followed by a three-month terminal stage. During the terminal stage, all evaluation research planned will be completed and a comprehensive report will be prepared for dissemination.

A minimum of sixty teachers will be selected to participate in the project. The sixty will then be randomly divided into two groups of thirty each. One group will experience what has been termed the experimental or problem oriented instructional plan while the other group will experience the control or content oriented instructional plan. Both groups will accrue 48 quarter hours of graduate work distributed evenly over two academic years (8 quarters). The Master of Science degree will be awarded by F.S.U. to those who successfully complete the program.

II. THE DEVELOPMENT AND TESTING OF MATERIALS

A. Reading Development Program

In 1966 and 1967, Dr. Edwin H. Smith, Senior Author of Reading Development, conducted a study to determine the feasibility of a packaged materials program for teaching reading in adult basic education. The investigation was authorized by the U.S. Department of Health, Education, and Welfare under an Office of Education research grant. Dr. Smith and his associates carried out four separate but related investigations. Detailed results of the investigations may be found in the Final Report, Project 6-8675.

Reading Development is a three-kit program which provides self-teaching reading instruction for functional illiterates. Together, the three kits develop skills from a grade 1 reading level. Each self-contained kit includes five special preparatory units and 75 individual lessons covering three levels of reading achievement.

The five preparatory units provide review and instruction in the basic skills of critical reading; each skill is then maintained throughout the remaining lessons.

Preliminary exercises in each lesson reinforce certain aspects of basal reading instruction, and prepare the student for new and unusual vocabulary introduced later in that lesson.

A variety of articles and stories provides repeated, concentrated reading practice; the wide range of topics and the practical value of their content generate unusually high reader interest.

Each lesson concludes with exercises to test and reinforce comprehension, ranging from simple recall to making inferences and judgments.

Results of two gain studies, teacher acceptance study, institute trainee acceptance study, and expert evaluation indicated that a packaged program was feasible. The manuscript edition of Reading Development proved appropriate and effective for teaching fundamental reading skills. Evidence documented in the Final Report also demonstrates that acceptance for these materials is high among students and teachers, and that expert evaluators found this program superior to the best traditional materials then available.

B. Fundamental Educational Materials Center

This center, developed by Dr. E. H. Smith, at Florida State University, contains many educational materials appropriate for use in ABE programs, including approximately 40 textbooks on teaching reading.

C. ABE Library, Department of Adult and Continuing Education

The acute shortage of adequate materials for ABE led to an initial pooling of resources by faculty members and graduate students who had been involved in ABE programs. As additional materials arrived an ABE Library was established for an orderly consolidation of ABE materials within the Department.

A recent inventory revealed that ABE materials related to reading, writing, spelling, speech, math, money management, science,

citizenship, parenthood, health, safety, homemaking skills, employment, testing, etc. had been received from twenty-one different publishing companies.

In addition, miscellaneous pamphlets, adult education textbooks, HEW publications, Institute proceedings, etc., as well as world literacy materials are now in the library.

III. RESEARCH

A. Surveys of 1967 Institute Participants, November, 1967-January, 1968

1) The first survey listed 38 subjects considered to be of interest to ABE teachers and teacher-trainers. Each participant was asked to consider each subject in terms of its application and usefulness in his/her functions as an ABE teacher and to provide the following information.

a) Received valuable help from the Institute on subject.

b) Subject should receive greater emphasis.

c) Would like to have a conference on subject.

d) Subject is not of particular importance in present work.

Replies were received from 64 individuals or 67 per cent by January 10, 1968. Tabulations below represent actual numbers of individual replies in each category, not percentages.

Subjects	A Valuable Help Received	B Greater Emphasis Needed	C Conference Desired	D Not Important in Present Work
Writing	21	28	3	5
Spelling	25	32	2	1
Dictionary Skills	22	28	3	5
Reading	48	20	8	0
Listening and speaking skills	33	31	6	1
Arithmetic	18	37	8	2

(Continued)

Subjects	A Valuable Help Received	B Greater Emphasis Needed	C Conference Desired	D Not Important in Present Work
Science	17	27	2	10
Health	21	33	2	2
Safety	17	28	2	5
History	20	20	2	9
Music	5	18	3	21
Art	8	20	2	22
English for the foreign born	3	16	4	20
Employment	24	31	7	2
Citizenship	42	23	3	0
Money management	32	27	6	2
Personal problems	26	27	6	4
Social problems	28	25	6	3
Use of Leisure Time	23	25	5	7
Laws	14	26	5	7
Homemaking Skills	16	30	5	8
Text books	46	11	4	2
Recruiting students	47	17	10	0
Making class more interesting	40	27	5	0
Free & low cost material	48	14	1	3
Learning theories	43	16	3	2
Placement testing	41	15	6	2

(Continued)

Subject	A Valuable Help Received	B Greater Emphasis Needed	C Conferences Desired	D Not Important in present Work
Curriculum planning	42	18	9	0
Periodic evaluations	37	22	5	1
Physical limitations of adults	43	10	4	5
History of adult education	43	7	3	8
Video-tape recorders	52	9	2	4
Filmstrips & 16mm films	41	12	1	6
All film projectors	33	12	2	8
Slides, slide & opaque projectors	35	12	2	9
Transparencies & overhead projector	52	16	1	2
Flannel & bulletin boards	23	19	1	10

Interpretation of these results in each subject area by those familiar with the content of the 1967 Institute program provided valuable information in regard to curriculum planning for future institutes and workshops.

For example, Reading received a great deal of emphasis in the 1967 program and 48 of the 64 graduates responding indicated they had received valuable help. Yet 20 recommended greater emphasis. Also, none considered it unimportant and 8 desired a follow-up conference on the subject. Actually, a number of

respondees indicated they had received valuable help from the 1967 Institute in a number of subjects, but still recommended greater emphasis in those subjects of greatest importance to them.

Thirty-seven graduates indicated a desire for a conference on various subjects. Many of these requests were answered by the University Resource Specialist by mail which often included materials pertinent to the subject. In addition, the individual requests were made known to the State Directors for possible follow-up.

2) The second survey asked for opinions from each participant concerning the desirability of an in-depth study in a limited number of subject areas in future ABE institutes. Twelve subject areas were listed and each graduate was requested to indicate three areas of greatest interest to him and/or to suggest other subject areas.

Replies were received from 47 graduates (49%) by January 10, 1968. The results are summarized below:

Participants were asked if they:

	Yes	No
a) Favored the "in-depth" subject area approach	47	0
b) Would like to attend such an institute	47	0

Participants were asked to indicate three subject areas they were most interested in from the following list:

	Picked by
a) ABE materials	3
b) Administration of ABE programs	12
c) Curriculum and program development	13

	Picked by
d) Educational Technology	1
e) Group dynamics	2
f) Guidance and counseling ABE students	7
g) Methods and techniques of classroom instruction	14
h) Occupational information, placement and follow-up	1
i) Psychological and sociological characteristics and their effects on learning	5
j) Recruitment and retention	19
k) Testing and evaluation	9
l) Teaching reading, writing, and arithmetic	23

Other subject matter areas suggested by participants were:

a) Adult psychology for the ABE student. (human relations)

b) Environmental health, including sex education.

c) Democracy and citizenship. (respect for law)

d) Study skills. (speaking and listening skills)

e) Local in-service training.

f) Problems of the ABE personnel (salaries, hours, county organizations, budgets).

g) Community relations and agencies. (including mass media)

Despite clear indications from this survey and other sources that an in-depth study is highly desired by many teachers, such an institute has not been scheduled due to shortage of funds and the need to provide training similar to that provided in the 1967 institute for many inexperienced teachers in ABE.

B. Dissertations

Four dissertations, related to ABE, were published by Florida State University doctoral candidates during 1967. A brief summary of each follows:

1) "A Description and Analysis of Selected Characteristics of Participants in Adult Basic Education in Hillsborough County, Florida." Marion Donnie Dutton

Summary

Although the data were obtained from a county that had been selected by a non-random procedure, tht total adult basic education population was used in the study. Therefore, it appears that many of the findings can be generalized to other areas insofar as they are similar to the population that was studied. This writer believes the following conclusions, based on the findings of the study, are generally applicable to other adult basic education programs.

1. People who participate in the stipend program differ significantly from those who participate in the non-stipend program. Although most studies indicate that undereducated adults are all alike (the anti's, have not's, will not's, etc.), this study suggests that there are considerable differences within the group as a whole. This implies that variations in the program content and methodology employed in recruitment and working with the two groups might be necessary.

2. Adult basic education participants who exhibit a high degree of alienation, as measured by Dean's scale, differ significantly from those who exhibit a lower level of alienation. Those

students that are more highly alienated are more likely to be suspicious of middle class people and their motives for trying to initiate change. Thus, the initiation of change, securing of a commitment to action, and implementation of programs might be a difficult undertaking that would require much effort on the part of the initiator in winning acceptance of himself with these adults. It might be necessary to utilize more teacher aides (people like themselves) in order to create a favorable environment for being accepted by these people.

3. Low-income, undereducated people do participate in social activities even though researchers have suggested that they do not. Further research would be in order to probe deeper into this problem, particularly into the reasons why these persons do or do not participate.

4. Adult basic education students do have problems; however, they do not make extensive use of the formal agencies that are available in solving these problems. Of those students who did consult these agencies, no one source was predominant. Therefore, one may question if any one agency or institution is justified in saying that it has the only method of reaching these people. This study suggests that several programs or approaches, implemented by more than one agency, might be more effective in educating the undereducated adult than the single program implemented by any particular agency.

5. Adult basic education students learn about adult classes from many sources. This implies that a variety of media and

methods should be used to inform people about basic education classes rather than concentrating on one approach.

6. Contrary to previous research, all persons who exhibit social conditions of deprivation, subordinate racial status, and limited education are not highly alienated. People possessing these conditions exhibit varying degrees of alienation.

Recommendations for Further Research

Based on this study, the author wishes to make the following recommendations to be considered in future research:

1. Research should be conducted involving alienation on a pre- and post-test basis in order to test the relationship between alienation and educational progression. Emphasis should also be placed on ascertaining the degree to which educational training might affect the level of alienation of the students.

2. Research should be conducted on functionally illiterate adults that are participating in an educational program versus those that fail to participate. It should be directed towards ascertaining the differences between the two groups and what can be done to involve the non-participants in educational programs.

2) "The Relationship Between Achievement of Adult Students and Various Structured Classroom Situations." Jewel G. Varnado.

Summary

The purpose of this study was to evaluate certain materials which are used in Adult Basic Education classes and to evaluate the teaching methods which may prove more beneficial and productive

in presenting educational materials to the functionally-illiterate adult.

To accomplish this purpose, it was necessary to locate the areas in which these functionally-illiterate adults live, to interest them in the program, and to maintain their interest so that they would attend and participate in the classes.

Factors which were taken under careful consideration in this program included (1) the selection of accessible centers; (2) the selection and training of the teachers, guidance counselors, and teacher-aids; (3) selection of instructional materials and visual aids; (4) the selection and administration of various tests; (5) and the cooperation and participation of civic organization and community groups.

This study reports the results of an eight-weeks' program in adult basic education, measuring the academic growth of disadvantaged adults through the use of achievement tests and personal observations. The teaching was done by competent teachers, trained in the applications of principles demanded by the aims and the purposes of this investigation.

The methods of instruction were based upon accepted principles and concepts of education, giving special attention to the inherent differences between the child and the adult as students in elementary education classes.

The findings which were related to the specific aims and purposes of this study were that (1) there were significant differences associated with the types of materials used within the

classroom, (2) there were no significant differences between improvement evidenced by basic adult education students taught by pupil-centered methods, and (3) with one exception, there were no significant differences associated with any combinations of types of materials and instructional methods.

The most significant finding was the evidence of a difference in improvement between students in pupil-centered classes using "new" adult oriented materials and students in teacher-centered classes using "old" youth oriented materials. In this instance the combination of new and adult oriented materials were associated with the highest gains.

The findings also provided evidence to support the hypothesis that adult oriented materials are superior to child-youth materials in adult basic education classes regardless of the methods employed. It seems evident that the success or failure of the adult basic education program depends mainly upon the satisfaction and the academic growth of the participating students.

The potential enrollment in adult basic education classes is tremendous. Interest of those contacted seems intense, but knowledge of what is offered and what the classes can do for them is not reaching the hard-core group of the deficient adults.

The adults who do attend, however, usually are eager, active participants who learn much more than the academic curriculum which is presented. It seems that the adult basic education students who come to and remain in school will probably learn from any reasonable basic teaching materials and will learn from

any reasonable teaching methods which may be used. It is only the ease of learning and the degree of growth which is implemented as better materials and better methods are utilized in combination.

The findings of this study suggest that choice of materials plays an important role in the grade level advancement of students and that this relationship between materials and growth is enhanced when used in combination with tested methods of adult teaching.

It is recommended that teacher training programs for adult basic education concentrate heavily upon the selection and use of materials and upon developing skills in the use of a wide range of instructional methods and techniques which will serve the varying abilities, interests and needs of the individual adult students in the classroom.

It is suggested that experimentation in the development of instructional materials along with the development of new methods for relating students and materials offer fruitful avenues for increasing the efficiency of learning among our undereducated adults.

3) "The Relationship Between Age and Information Processing Capacity and Age and Channel Capacity of Adults." William L. Carpenter

Summary

Research has proven that older people can learn, although there is a decline in certain kinds of learning abilities. With increasing emphasis on programs for middle-age and older adults,

there is need for new approaches to the study of the human organism to determine its various capacities for learning and performance.

A mathematical model developed from information theory has provided a tool useful in measuring certain human characteristics, specifically the information processing ability of the human organism when it is considered as a communication system. In this exploratory study the use of absolute judgments to measure judgmental discrimination accuracy and information processing ability was extended to measure subjects over a 45-year age range and under simulated classroom conditions. Using visual stimuli, 74 subjects judged size of dark squares on a light background in three tests and the location of the placement of a dot in a grid pattern in two tests. The subjects, college graduates and equally divided by sex, ranged in age from 23 to 68.

Specifically the study sought to determine if there is a change in information processing and channel capacity as the human organism grows older, and if this relationship is altered with a change in stimulus complexity and dimensionality of the stimulus presented.

As theoretical background for the study the work of a number of well-known psychologists, educators and gerontologists was reviewed. Out of this framework came the hypotheses that both information processing capacity and information channel capacity would decline as the human organism aged; that this decline would be more pronounced as the complexity of the stimulus presentation

increased; and that older subjects would be able to recoup some of this loss as the number of dimensions on which judgments were made was increased from one (size of squares) to two (dot in grid pattern).

The stimuli, presented to the subjects in four groups ranging in number from 17 to 20, were reproduced on slides and projected onto a screen with duration time tachistoscopically controlled. Each subject was exposed to three of the five tests presented. Although working under severe time restrictions, in most respects this presentation in a simulated classroom situation resulted in performance as expected. Information-transmitted scores obtained were in line with scores obtained in similar tests where single subjects performed in a laboratory situation.

As predicted, performance declined as age increased. In three of the five tests this decline was statistically significant (.05 level); in the other two tests the decline was in the predicted direction. But, contrary to prediction, the three tests where the results were statistically significant were the ones containing the least complex stimulus situation. It was speculated that older subjects approached the test situation with a higher level of anxiety than did the younger subjects. Since the least complex tests were presented first, it was assumed that this high-anxiety state masked the performance of older subjects in the earlier tests, but as this state faded out older subjects reached their peak performance which was very little if any below that of the younger subjects.

Subjects at all ages scored significantly higher on the multidimensional stimulus presentations (dot and grid) than they did on the unidimensional stimulus presentations (size of squares).

The instruments did not perform precisely enough to fully develop scores for channel capacity within the two series of tests (squares and dot pattern), but between series it could be stated that channel capacity was greater at all ages when the multidimensional stimulus was used.

There was a sex difference in performance, with the males outscoring the females in all tests. Eye condition, location in the testing room, and interaction between the several variables considered did not influence the results.

This study pointed the way for additional research, specifically investigations to determine channel capacity more accurately; the relationship of information processing ability to such factors as intelligence, amount of education, and sex; the effects of time on performance; and stimulus enrichment and combinations.

4) "Factors Related to the Effectiveness of Teachers of Short-Term Adult Vocational Courses." Charles I. Jones

Summary

The literature of teacher education is replete with studies of the characteristics of teachers in elementary and secondary schools. Since many of these studies have not been concerned with the cognitive and psychomotor skills development of adults, this study identified certain teacher characteristics and sought to

ascertain their effect in adult classes where the acquisition of specific subject matter and manual skills was a major objective.

In this study significant correlations were found between the teacher's knowledge of the subject matter and student verbal and manual gain. Based on this evidence, it is the recommendation of this investigator that tests of subject matter knowledge be developed for each occupational content area in adult education. After norms are established, scores on tests for specific skills development should be a major criterion used in the certification and selection of teachers in the specific content areas.

Based on the results of the statistical analysis it was concluded that the number of years a teacher had worked in a trade was not significantly correlated with student verbal gain, manual gain, or satisfaction. Traditionally, experience has been useful to school administrators in the certification and selection of teachers. While this teacher characteristic was not significantly correlated with certain measures of student behavioral change, the findings of the correlational analysis do not preclude its continued usefulness.

Significant correlations were found between student manual and verbal gain. The development of manual skills has received scant attention in the literature of educational research. Studies thus far have been limited largely to work on the classification of objectives in the psychomotor domain. Since a major portion of adult education programs are concerned with occupational education, it is the recommendation of this investigator that studies

be conducted to identify and classify manual skill development learning objectives and processes and to describe their relationship to the development of verbal skills in specific subject matter areas.

The existence of a significant correlation between manual gain and satisfaction and the lack of a significant correlation between verbal gain and satisfaction lends itself to the speculation that adult students perceive manual skills to be more closely related to their objectives for taking the occupational education courses than are verbal skills. In view of the generally accepted notion that verbal communication skills are essential to occupational success it is the recommendation of this investigator that studies be conducted to determine the relationship between the adult students' perception of the need for verbal skill in an occupation and the need for verbal skills as perceived by those already engaged in the occupation. Such a study could make a contribution to curriculum planning over a wide variety of content areas.

The contribution of this study to the knowledge and understanding of adult student class persistence was limited to the identification of the teacher's years of trade experience as significantly positively correlated with student persistence. Speculating that the factors effecting adult attendance largely lie outside the social and physical domains of the classroom and institution, a series of studies concerned with the identification of specific operant social systems generating and maintaining attendance in adult occupational education programs is recommended.

Such studies could be valuable in adult education program planning.

In view of the significant but low level of positive correlation between verbal gain and manual gain and the significantly negative correlation between satisfaction and manual gain, it appears reasonable to speculate that the effective levels of the same factors or different factors at play within the dynamics of the learning situation evoked different behavioral responses from adult students. This implies that the prediction of a particular student response may depend on the combination of teacher characteristics selected. Therefore, administrators and program planners may find it useful to select the objectives or combination of objectives for courses before selecting the teacher.

C. <u>World Literacy Study</u>

A search was made of available literature on the subject of adult world literacy, and it was found that material on the subject was limited. Since the amount of information desired on world literacy programs for adults was unavailable from local sources, other avenues for acquiring sufficient material were investigated. It was decided to check the effectiveness of direct mail inquiries.

The letters would have to be sent to sources which not only had the literacy program materials available to them, but would most likely take time to reply. A second consideration was the need to keep within a very limited budget. Thirdly, the information received would need to be in English, since

possibilities for translation would be limited.

Three sources that filled the requirements were: (1) delegations from nations represented in the United Nations with headquarters in New York, (2) consulates and embassies located in the United States, and (3) organizations which would have adult world literacy information on hand in connection with their own work.

Letters were mailed to these sources asking for information on adult literacy programs in their countries, whether originated by an international agency, the local government, or some private organization. Included in the letters was a request for the addresses of any sources that might be able to give further information. As replies were received, letters were sent to suggested addresses.

A total of 191 letters were sent over a two months period. One hundred and twenty-one countries and 10 organizations, with an interest in world literacy, were contacted. Letters to addresses in the United States were sent by first class mail, and letters to addresses outside the United States were sent by air mail. Only one source was contacted in 64.4 per cent of the countries, while 28.9 per cent of the countries received two letters, and the remaining 6.7 per cent received from three to seven letters.

Of the organizations with an interest in adult world literacy, 70.0 per cent responded. Literacy information of sufficient importance to be incorporated into the ABE library was supplied by 60.0 per cent of these. Only 10.0 per cent of the

organizations sent a reply which was considered of little value, while 30.0 per cent of the organizations did not reply.

No replies were received from 56.2 per cent of the countries contacted. Only 10.7 per cent of the countries to which letters were sent contributed useful adult literacy information. Some sort of general material was received from 18.1 per cent of the countries contacted. Included were tourist pamphlets, information on educational programs (exclusive of literacy training for adults), historical and geographic summaries, and political propaganda. Of the replying nations, 15.7 per cent referred our letter to some person or agency which did not respond, sent information in a language other than English, or misunderstood the request.

A list of thirteen countries and six organizations, which will supply useful information on adult literacy programs in areas outside the United States, was compiled. (This information is available from the Adult Basic Education Library, Department of Adult and Continuing Education, The Florida State University, Tallahassee.) Much pertinent adult literacy information, but on a limited number of nations, was added to a growing collection of material in the Adult Basic Education Library from these sources.

D. "A Preliminary Overview of Methods and Techniques in Adult Literacy and Adult Basic Education." S. E. Hand and William H. Puder, F.S.U.

This overview defines the terms "methods" and "techniques" and examines, first, several methods of approaching the adult at a lower level of the educational spectrum and second, several

techniques or modes of applying the methods cited. Adults of less than 12th grade education are considered as "adult education students" in this study.

E. "Personality Factors Which May Interfere With the Learning of ABE Students." W. E. Puder and S. E. Hand, F.S.U. (Published in Adult Education Journal, Vol. XVIII, No. 2 (1968), 81-93.)

This paper surveys the literature in several areas of psychological research in an effort to better understand the learning characteristics of culturally disadvantaged adults and to study certain emotional factors which appear to inhibit both participation in organized educational activities and effective learning. The survey of literature attempts: (1) to examine the concept of self, as it may pertain to the adult basic education student, (2) to review Rokeach's hypothesis of the closed belief-disbelief system in an effort to relate it to the emotional make-up of adult basic education students, (3) to describe the "closed" social environment which may give rise to the phenomenon of the "closed" mind, and (4) to identify some of the personality characteristics of the adult basic education student which may interfere with his potential as a learner.

F. "Evaluation of an Adult Basic Education Program in a Southern Rural Community." George F. Aker; Irwin R. Jahns; Wayne L. Schroeder; with the technical assistance of Joseph H. Wheatly.

General Impressions, Interpretations and Implications

The objectives of this evaluative study of adult basic education in a Southern rural community were to determine:

1. The social, economic, and educational characteristics of both students and instructional staff;

2. The success of the program via the use of such criteria as grade level progression, rate of dropout, student satisfactions, and appraisals of instructional staff.

3. The relationship between program success and both student characteristics and instructional staff characteristics.

To accomplish the above, data were collected via questionnaires, standardized tests and interview schedules from a one-third random sample of students (305 persisters and 116 dropouts) and a universe of instructional staff (77 teachers and teacher aides). Data thus secured were coded and placed on data processing cards for subsequent tabulation and statistical analysis. The central findings of this analysis together with interpretations and implications follow.

Student Characteristics

In summation it was observed that students enrolled in the adult basic education program:

1. tended to be older, middle-aged adults (40 to 59)

2. were about as likely to be female as male

3. were not likely to be aware of having any physical defects

4. were very likely to be married

5. were as likely to have six or more dependents as they were to have five or fewer dependents

6. were likely to have an annual family income of less than $1,000

7. were likely to have terminated their formal schooling at the 4th grade level between 1930 and 1960

8. were likely to perform below the 3rd grade level as measured by achievement tests

9. aspired to work in the field of mechanics (males) or in the field of dressmaking (females)

10. were presently, or last, employed as farm laborers (males) or in domestic services (females).

A sizeable proportion of the students enrolled in the program were under 40 years of age (42.3%) and presumably represent those adults who could profit most from the pre-vocational purposes of the program. It should be pointed out, however, that an even greater percentage of the students were over 40 years of age (27.9% 40-49 years of age and 29.8% 50 years of age and over) and consequently had less opportunity for employment and fewer years in which to become established and proficient in the world of work.

One might seriously question the admission of the older students into the program under existing conditions of limited financial, physical and human resources in adult basic education.

That this reservation also exists in the minds of the students was indicated during an oral interview when a 53 year old student was asked: "How do you feel about the things that you are learning in the program?" His reply: "sad." The interviewer asked, "Why do the things you are learning make you feel sad?" He answered, "Because for the first time I know how much I don't know, and I have so little time left to use all the things I am learning."

That students over 50 years of age are in need of (and perhaps entitled to) adult basic education is not being questioned here. What is being questioned is the acceptance of older students into a pre-vocational program which is a prelude to vocational

training designed to impart new job skills to untrained adults.

It is recommended that older students (50 and above) not be admitted to adult basic education which is oriented toward vocational training and future employment; but that special basic education programs be designed for them which focus on the objectives of consumer education, health education, citizenship education, and home and family life education.

Overlooking the factor of age, the findings that most of the students had not completed more than four years of schooling, tested below the third grade level, had incomes of less than $1,000 per year, and were or had been employed as seasonal farm workers establish the fact that the program was successful in reaching the audience it had been designed to reach.

It is obvious that teachers and counselors cannot rely upon prior grade level achieved as an indicator of present achievement level of students. A majority of adult basic education students will not be functioning at their highest grade level attained and many will be functioning considerably below this level. Consequently, an adequate program of pre-testing and continuous evaluation of student achievement is highly important if students are to be effectively grouped, and if instruction is to be geared to the ability level of the students.

On the basis of observations of the investigators and an examination of medical reports, it is concluded that the extent of actual physical disability among students is much greater than they themselves perceived it to be. Consequently, students' knowledge

of visual, auditory, and other deficiencies cannot be substituted for thorough medical examinations in determining the existence of disabilities which may interfere with learning or subsequent employment. (For additional details concerning conclusions and implications of these studies and evaluations, contact the Department of Adult and Continuing Education, F.S.U.)

IV. PERSONNEL

The key personnel within the Florida State University who are actively engaged in ABE activities are identified below:

Dr. George F. Aker, Professor and Head,
Department of Adult Education

Dr. Aker's contributions in national, regional and state planning for developing a total attack on the problems of poverty, underemployment and especially illiteracy are well known throughout the field. His special knowledge and competency in the psychological and motivational determinants of adult learning, in the application of adult education methods and techniques, in human relations training and in developing credit and non-credit programs for the training of adult educators are all highly relevant to ABE.

During the past three years Dr. Aker has served as a training specialist in five state and local ABE workshops, has directed three major ABE research investigations, actively collaborated in two others, and has played a major role in establishing ABE as a specialized area within the graduate study of adult education. He has provided technical assistance in the area of ABE ability testing to several large publishers, in the area of evaluation of adult literacy programs to UNESCO and OEO, in the area of ABE materials development to several major universities, and in the training of ABE teachers to several private research corporations.

He is presently serving as Vice-President of the Adult Education of the USA, as a member of the board of directors of

NAPSAE AND FAEA, and is actively involved as a member of the NAPSAE-ABE committee in coordinating the efforts of several national professional associations whose members are involved in ABE and related programs.

His present research efforts in ABE involve a study to determine the correlates of student success and teacher effectiveness in ABE and an investigation into the effects of physical disabilities upon adult learning performance.

Dr. Aker served as an instructor and group consultant in the 1967 ABE Institute at F.S.U., and he is now the overall project director for the 1968 Institute and follow-up workshops to be conducted in USOE Region IV.

Dr. Sam E. Hand, Director, Office of Continuing Education and Professor of Adult Education.

Dr. Hand is widely known in the field of adult education, especially for his contributions in developing one of the most outstanding state-wide systems for public adult education in the nation. He is a past president of the National Association for Public School Adult Education, and is an authority on curriculum development, the psycho-social characteristics of socially disadvantaged adults, and adult education methodology.

Dr. Hand served as an instructor and group consultant in the 1967 ABE Institute at F.S.U., served as a consultant to several states on ABE programs and recently co-authored two publications on ABE (see Part III, Research).

Dr. Andrew Hendrickson
Professor of Adult Education
Department of Adult Education

Dr. Hendrickson is a highly regarded and experienced professor of adult education and one who has pioneered in the development of ABE. As former Head of the Adult Education Center at Ohio State University, Dr. Hendrickson planned and conducted several successful ABE teacher and administrator workshops for the Ohio State Department of Education. With Dr. Robert Barnes he was principal investigator of a nation-wide study to determine the existence, quality, and adequacy of materials available for use in adult basic education. This study highlighted the lack of suitable materials which existed a few years ago, identified the expanding market for materials, and played a significant role in encouraging major publishers to strive for improved quality in the production of ABE materials.

Dr. Wayne L. Schroeder
Associate Professor of Adult Education
Department of Adult Education

Dr. Schroeder played a key role in the Ford Foundation-O.E. conference which established the basic framework for teacher training in ABE. He has made major contributions to state and regional training programs in ABE and has been highly involved in ABE research and evaluation projects over the past few years.

His efforts were primarily instrumental in the establishment of a Ph.D. program in adult education at Florida State University and in establishing adult education as an academic department within the College of Education. He is highly regarded as a

teacher as well as a scholar and at present is Chairman of the National Commission of Professors of Adult Education.

His specialized areas of interest are classroom interaction, instructional models for adult education, and program planning. He is also actively involved in identifying manpower training needs and has recently completed a study of the educational needs for Florida's businesses and industries over the next decade.

In 1967-68, Dr. Schroeder served as an instructor in the 1967 ABE Institute at FSU, co-authored a research project on ABE in Mississippi under the auspices of the Office of Economic Opportunity, taught off-campus adult education courses for ABE teachers and administrators, and acted as a consultant to ABE programs in Mississippi.

Dr. Irwin R. Jahns
Assistant Professor of Adult Education
Department of Adult Education

Dr. Jahns has specialized in the field of ABE and the community processes of social change. His major research and teaching interests relate to sociological phenomena giving rise to community change. In 1966 Dr. Jahns devoted the major portion of his time to training and research in ABE and conducted a series of community seminars designed to orient teachers to the emerging field of adult basic education.

Dr. Jahns' experiences include community development work in Wisconsin, Professor of Extension Education at the University of Maryland and Human Resource Development Specialist with the Federal Extension Service.

His present activities include graduate teaching in the areas of program planning for adult education, curriculum development in adult basic education, and adult education processes for community change. He is active in evaluation research in rural ABE and in studying the concept of alienation as a factor in participation in adult basic education programs.

In the past year, Dr. Jahns supervised a survey of embassies, consulates, etc. in reference to comparative international adult basic education and to identify programs being conducted under various auspices in foreign countries, acted as consultant to the Florida State Department of Education on the design and conduct of the evaluation of the Office of Economic Opportunity funded 1967 migrant ABE program, served on the Planning Committee of the Florida State Department of Education for a two and one-half day administrator/teacher in-service education program, served as a resource person (consultant and speaker) at meetings of public school directors reviewing last summer's migrant education program and planning for future programs, assisted the Florida State Department in the design of a series of in-service education meetings for administrators and teachers involved in migrant educational programs for 1968, and assisted the Department in planning a series of in-service education meetings and a course on ABE for department personnel. In addition, he was the program director for the 1967 ABE Institute at FSU and taught several courses in the Institute. He was co-author of two publications: <u>Evaluation of an Adult Basic Education Program in a Rural Southern Community</u>,

with George Aker and Wayne Schroeder, and The ABE Curriculum and Its Development with Henry G. Brady, Jr.

Dr. Charles O. Jones, Assistant Director,
Office of Continuing Education and
Assistant Professor of Adult Education

Dr. Jones' primary interests lie in the organization and administration of adult education programs. In addition to his administrative responsibilities of developing and conducting a variety of adult education programs, he teaches graduate courses in the Department of Adult Education. He has been highly involved in designing and developing training programs in the field of adult basic education at the regional and national levels.

In the past year, Dr. Jones has served on the NUEA's ad hoc committee whose mission was to design a position paper on the ABE training program representing the views of the NUEA member institutions who participated in the National ABE program in the summer of 1967. Other members of the committee are Clay Berg of Colorado, Ed Easley of UCLA, Joe Paige of Wayne State and Bill Barron (chairman) of Texas. He also served as administrative director of the 1967 ABE Institute at F.S.U.

Dr. Edwin H. Smith, Director
Fundamental Education Materials Center,
and Associate Professor of Elementary Education

Dr. Smith is widely known for the development of materials for ABE, for developing diagnostic procedures for remediating specific reading disabilities of adults, and for pioneering in the development of computer assisted instruction for undereducated adults.

In the past year he has taught a literacy education course four times, consulted on ABE projects in Mississippi, Alabama, Georgia and Florida, published three reading kits for teaching ABE students, field tested a new informal reading inventory for adults, developed and tested special materials for teaching reading to adults and conducted research on the materials. He also instructed in the 1967 Institute and addressed the College Reading Association, the International Reading Association, and organized the ABE program for the Florida Education Association Convention.

V. UNIVERSITY RESOURCE SPECIALIST

A. Role

The office of the University Resource Specialist (ABE) was established on the staff of the Department of Adult and Continuing Education on July 1, 1967. The area to be covered by the office was U. S. Office of Education Region IV, comprising the southeastern states of Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee.

In prescribing the role of the University Resource Specialist, the USOE outlined his function in relation to four distinct organizations. These are summarized briefly below.

1) In relation to the University

   a. Work toward establishing undergraduate and graduate programs leading to degrees in adult education.

   b. Analyze and conduct research studies in Adult Basic Education.

   c. Attain proficiency in methodology and curriculum development in Adult Basic Education.

   d. Promote adult education through active involvement with professional organizations, i.e., NAPSAE, NUEA, and AEA.

   e. Provide consultative services in ABE as requested.

   f. Coordinate activities with other Federal programs within the region, where feasible.

2) In relation to State and Local programs

a. Establish contact with State Directors (ABE) in region and establish procedures for handling requests for program services.

b. Act as program consultant to State and local ABE programs when requested.

c. Provide supportive services to State and local programs through dissemination of information on materials, curriculum, educational technology, methods and techniques of instruction, etc.

3) In relation to the USOE Regional Coordinator

a. Establish operational procedures for planned activities in coordination with the regional office.

b. Assist in assessing State and Regional program needs in ABE.

c. Provide other assistance as requested (for example, toward special projects funded by USOE).

4) In relation to the National Training Programs or Institutes

a. Serve as Program or Assistant Program Director in ABE Institute.

b. Provide consultative and supportive services such as materials, etc. to staff associates and Institute participants as requested.

c. Assist USOE and NUEA in providing recommendations, suggestions, innovations for future training programs.

d. Establish lists of resource persons, consultants, etc.

B. Personnel

Henry G. Brady, Jr.
University Resource Specialist,
(ABE), Region IV (July 1, 1967-June 1, 1968)

Mr. Brady, a retired U.S. Air Force Colonel, had extensive experience as Airbase Commander and Director of Pilot Training Programs during the 21 years he spent on active duty. In addition, he graduated from Management schools at George Washington University and the Air University, and organized and taught courses in Personnel Management subsequent to World War II. He holds a M.Ed. degree from the University of Florida and has taught in the Pinellas County Public School System. Since arriving at FSU in September, 1966, for doctoral studies in Adult Education, he has taught a course in Methods and Techniques in the FSU off-campus program in Miami, Florida. His work in self concept development has been useful in analyzing motivational learning and other problems related to ABE and his studies in Urban Planning have contributed to a better understanding of the complexities involved in coordinating a wide variety of Federal training programs in many communities.

Richard J. Metcalf
Research Associate (ABE)

Mr. Metcalf served in the Army Transportation Corps for three years during World War II and entered the field of education in the late 1940's. He received an M.A. degree from Indiana State University and has done post Master's graduate work through extension courses. He has taught in elementary, junior, and senior high

schools and served as principal of elementary and junior high schools for eight years. He is a graduate of the FSU Teacher Trainer Institute (ABE) 1966, and has been an instructor in the migrant labor programs in Florida. He began his doctoral studies at FSU in July, 1967, and has been involved in a wide variety of ABE activities since becoming a research associate in September, 1967. His extensive educational background and experience have enabled him to provide much valuable information in problems relating to ABE.

C. Activities, July 1, 1967 - June 1, 1968

During the period specified above the University Resource Specialist has been involved in the following activities:

1) Served as Assistant Program Director in the 1967 ABE Institute at F.S.U.

2) Served as President of the Adult Education Club, Summer, 1967. Arranged for guest speakers for Colloquium and chaired meetings.

3) Co-edited, with Dr. Irwin Jahns, the proceedings of the 1967 ABE Institute.

4) Initiated contact with Region IV State Directors (ABE) by telephone and letter in September, 1967.

5) Met with Regional Director in Atlanta on October 10th and 17th. General agreement was reached on the role and function of the University Resource Specialist in relation to his office.

6) Reviewed ten special projects funded by U.S.O.E. and met with representatives of eight states including Alabama, Georgia,

Mississippi and Tennessee, in Lexington, Kentucky to review the direction, proposal development and problems related to the Appalachian Research and Demonstration Project.

7) Served as consultant on Recruiting Committee, Appalachian Project.

8) Met with NAPSAE Chairman (Dr. Ulmer), Regional Director (Dr. Yarbrough), and Region IV State Directors (ABE) in Atlanta, November 3, 1967. Reviewed and discussed role and function of University Resource Specialist, in-service education programs, use of 309 funds, and decentralization.

9) Prepared follow-up letters to 96 graduates of the 1967 Institute.

10) Conducted two surveys of 1967 Institute graduates (see Part III). Results were forwarded to all graduates and to State Directors.

11) Prepared lists of resource personnel and consultants and provided copies as requested.

12) Arranged meeting in Tallahassee, Florida with Regional Director, Adult Education faculty of FSU and Florida State Department representatives to review needs and problems in ABE in Region IV.

13) Organized and conducted a Directed Individual Study in ABE for nine graduate students.

14) Provided assistance to Dr. George Aker, Head, Department of Adult Education, in preparation of proposal for Institute and Workshops in ABE on a year round basis for states in Region IV. (see Part I)

15) Provided assistance to Dr. Wayne Schroeder on preparation of ABE portion of off-campus graduate program in adult education at Miami, Florida. (see Part I)

16) Reviewed two state proposals for ABE activities as requested by Director, Appalachian Special Project.

17) Met with Regional Director and State Directors in Atlanta, Georgia in February, 1968, to discuss ABE plans for 1968, research projects, and auditing procedures.

18) Visited Adult Education programs in four counties and three community junior colleges in Florida.

19) Visited State Directors and staffs on one or two occasions during year with exception of Mississippi, where Mr. R. J. Metcalf, research associate, chaired a workshop committee on Guidance Programs in ABE.

20) Attended national conferences on ABE at Silver Spring, Maryland, and San Antonio, Texas and AEA-NAPSAE Convention at Philadelphia, Pennsylvania.

During the above period Mr. R. J. Metcalf, research associate, has played a major role in the establishment and organization of the Department's ABE Library, in mailing a wide variety of materials on ABE to approximately 37 Institute graduates, in providing information on graduate programs in Adult Education to other universities, in conducting a World Literacy Study, and in developing an up-to-date bibliography for ABE (see Appendix A).

In addition, he has provided assistance on many of the functions enumerated above.

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